



Here are three widely held expectations from *Foundations*, all from the subdomain Mathematical Thinking and Expression:

- Demonstrate the ability to remain engaged in an experience.
- Work toward completion of a task despite distractions or interruptions.
- Develop a sense of purpose and the ability to follow through.

Consider this scenario:

Parents have been complaining to a teacher that “our children aren’t bringing home any school work.” So the teacher gets out some of her OLD books of reproducible worksheets and makes copies of pages where children can count and circle the objects, draw lines to connect the matching objects, and trace over numbers to “practice writing their numbers.” The teacher comments, “Well, that’s really how they learn what they need to know to be ready for kindergarten.”

Children need to learn *academically appropriate* content in a *developmentally appropriate context*!

In fact, research shows that younger children do NOT learn best from paper and pencil work, but from engaging play and active learning.

Exercise:

1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Mathematical Thinking and Expression.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

NOTE: “Making the Connection – Cognitive Development” in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.